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ABSTRACT

Skills necessary for fostering fine motor development in young children are indicated and discussed in this training module for Child Development Associate (CDA) trainees. Trainees are taught to identify appropriate classroom equipment and materials, plan lessons and activities, assess children's skills, and finally teach a lesson or guide an activity which involves the use of fine motor skill. Materials for both the CDA resource person and trainee are provided. A pretest, an activity list, observation sheet, and field supervision directions are included for resource persons. Materials for the CDA intern consist of directions and an activity list. The module provides nine learning activities for the trainee. (Author/RH)

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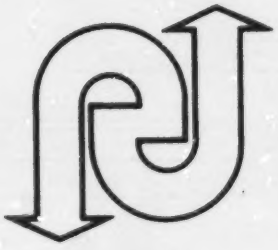
# CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

## UNIT IV

## MOTOR DEVELOPMENT IN YOUNG CHILDREN

## Module 2

## FOSTERING THE DEVELOPMENT OF FINE MOTOR SKILLS IN YOUNG CHILDREN



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THE CHILD DEVELOPMENT ASSOCIATE TRAINING PROJECT

UNIT IV

MOTOR DEVELOPMENT IN YOUNG CHILDREN

Module 2

# FOSTERING THE DEVELOPMENT OF FINE MOTOR SKILLS IN YOUNG CHILDREN


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School District of Philadelphia

Unit IV

Module 2

# Unit IV

# MOTOR DEVELOPMENT IN YOUNG CHILDREN

## Overview of Module 2

## FOSTERING THE DEVELOPMENT OF FINE MOTOR SKILLS IN YOUNG CHILDREN

### PURPOSE OF THE MODULE

It is the purpose of this module to have trainees acquire the knowledge, understanding and skills necessary for fostering fine motor development.

Unit IV

Module 2

COMPETENCY

The trainee can identify, prescribe, plan and implement activities and lessons which foster the development of fine motor skills in young children.

INSTRUCTIONAL OBJECTIVES

| ENTRY | INTERMEDIATE | MASTERY |
|---|---|---|
| The trainee will know what fine motor skills are. | The trainee will know why fine motor skills are important for preschool children. | |
| The trainee will know what equipment and materials are available for fostering fine motor skills. | The trainee will know how to plan lessons and activities for fostering fine motor skills using the equipment and materials available. | |
| The trainee will know what fine motor skills the children have. | The trainee will know how to choose and provide an appropriate lesson or activity to teach a skill. | The trainee will be able to identify what skills are needed to plan a lesson or activity to teach the skill and to teach a lesson or activity which will teach a fine motor skill. |

Unit IV

Module 2

## BEHAVIORAL OBJECTIVES

### ENTRY

Given a preschool classroom, the trainee can select and justify the use of appropriate equipment and materials for fostering the development of fine motor skills with 85% accuracy.

### INTERMEDIATE

Given an observational task, the trainee will develop an appropriate instrument which can be used with 85% accuracy to identify fine motor developmental levels in children.

### MASTERY

Given a group of preschool children, the trainee can identify what fine motor skills are needed and prescribe, plan, and implement a lesson or activity to foster the development of the skill for the total group of children and/or a small group of children.

PRETEST

If ... you think you may already know how to do the things in this module:

1. See the Resource Person and describe why you think you may already know to do these things.

2. Review the pretest with the Resource Person and decide with the Resource Person if you will try it.

If ... you do not wish to take the pretest, or do not know how to do these things:

1. Fill out the cover sheet for this module.

2. Begin work on Activity 1.

Unit IV

Module 2

Pretest

Resource Person Directions

| EQUIPMENT AND MATERIALS | DIRECTIONS |
|---|---|
| Activity Folder<br>Answer Key | 1. Read trainee directions.<br>2. Score Part A of pretest with Answer Key when trainee is finished.<br>3. Notify Field Supervisor if trainee is to go on to Part B.<br>4. Field Supervisor will notify you of results of Part B.<br>5. If trainee has a total score for pretest of 85 or better, the individual has achieved mastery and should go on to the next module.<br>6. If the trainee does not get the required score for Part A, review the pretest with the trainee and have the individual work in the module.<br>7. If the trainee at the completion of Part B, does not have a total score of 85 or better, review the pretest with the trainee and have the individual work on selected activities in the module. (Trainee must do activities 8 and 9). |

Unit IV

Module 2

Resource Person Directions

PRETEST

## ANSWER KEY

### PART A

### SECTION I

1. Fine motor development has to do with when and how children learn to use their fingers and hands so that they can do what they want to do easily and can communicate with others. — 10 Points

2. A. Left Column — 10 Points

   The fine motor skills listed should have to do with the development of the use of hands and or fingers.

   B. Center Column — 10 Points

   The equipment and/or materials listed should be appropriate for the skill with which they would be used.

   C. Right Column — 10 Points

   The reasons should show that the trainee has an understanding of the relationship of the skill to the equipment and/or material listed and its suitability for use for that particular skill.

### SECTION II

1. The lesson or activity plan should contain the following:

   A. name of the fine motor skill.

Pretest (cont.)

ANSWER KEY

B. materials and/or equipment to be used.

C. objective of the lesson or activity.

D. steps for implementing the lesson or activity

E. outcome

2. The reasons listed should show that the observations of the children are related to the fine motor skill to be developed in the lesson or activity. 15 Points

Trainee should have a score of 60 or better to go on to Part B.

PART B

Trainee should be able to carry out the lesson or activity from the plan that was written. 30 Points

MASTERY - Trainee must have a score of 85 or better.

Unit IV

Module 2

Pretest

Field Supervisor Directions

| EQUIPMENT AND MATERIALS | DIRECTIONS |
|---|---|
| Activity Folder<br>Answer Key | 1. Read Part B of the pretest and be familiar with Part A.<br>2. Trainee will call and inform you of day and time for observing.<br>3. When you visit trainee for observation:<br>A. Get a copy of the lesson or activity plan the trainee is using.<br>B. Observe the lesson or activity for the following:<br>1. Is the trainee carrying out the lesson or activity that was planned?<br>2. Is the fine motor skill a good one for all the children?<br>3. Are the children learning what the trainee wants them to learn?<br>4. Scoring - Each part of 3B has a weight of 10 points for at total sum of 30 points.<br>5. Mastery of Part B - minimum score of 25 points.<br>6. Report trainees' score for Part B to Resource Person. |

Unit IV

Module 2

NAME: _____

DATE: _____

## PLACEMENT TEST

Time Started: _____

Time Finished: _____

Mastery: _____

No Mastery: _____

Resource Person: _____

Unit IV

Module 2

Pretest

Trainee Directions

| EQUIPMENT AND MATERIALS | DIRECTIONS |
|---|---|
| Activity Folder UIV-M2-PT | 1. Read the directions and complete Part A of the pretest.<br>2. Give your pretest to your Resource Person when you have finished.<br>3. You have 3 hours to complete Part A of the pretest.<br>4. If your Resource Person tells you to do so, go on to Part B of the pretest. You have seven days to complete this part. |

Unit IV

Module 2

PRETEST

PART A

SECTION I

Directions

Read each item and write your answer on the answer sheet.

1. What is fine motor development?

2. On your answer sheet, do the following:

   A. In the left column, list five fine motor skills that are appropriate for the age group with whom you are working.

   B. In the center column, for each fine motor skill you listed, list the equipment and/or materials that you would use to teach each skill.

   C. In the right column, tell why you would use the equipment and/or material to teach that skill. Do this for every skill you listed.

Unit IV

Module 2

Pretest

ANSWER SHEET

| FINE MOTOR SKILLS | EQUIPMENT AND/OR MATERIALS | REASONS FOR USING THE EQUIPMENT AND/OR MATERIALS |
|---|---|---|
| | | |

Pretest (cont.)

SECTION II

Directions

1. In the space below, write a lesson or activity plan which will help all of your children develop a fine motor skill.

2. On the other side of the page, tell how you know that all of your children need help in developing this fine motor skill.

Pretest (cont.)

PART B

You are to arrange with your head teacher to carry out the lesson or activity you planned in Part A. Make sure you notify your Field Supervisor of the day and time so that you can be observed. You have seven days to complete this part of the pretest.

Unit IV

Module 2

Resource Person and Field Supervisor Activity List

| ACTIVITY | MODE OF INSTRUCTION | MATERIAL | EQUIPMENT |
|---|---|---|---|
| 1. Module Introduction | I | Activity Folder UIV-M2-A1 | |
| 2. Learning about Fine Motor Skills | I, SG | Activity Folder UIV-M2-A2 | |
| 3. Field Activity | I | Activity Folder UIV-M2-A3 | |
| 4. Planning a Lesson or Activity for Fostering Fine Motor Development | I | Activity Folder UIV-M2-A4<br>File Cards, Index Cards | |
| 5. Planning for Finding Out What Skills Your Children Do or Do Not Have | I | Activity Folder UIV-M2-A5<br>Answer Key -A5 | |
| 6. Field Activity Finding Out What Skills Your Children Do or Do Not Have | I | Activity Folder UIV-M2-A6<br>Observation Sheets from Activity 5 | |
| 7. Selecting Lessons and/or Activities for Helping Children Develop Specific Fine Motor Skills | I | Activity Folder UIV-M2-A7<br>Observation Sheets from A5 | |
| 8. Planning A Lesson or Activity for Fostering Fine Motor Development | I | Activity Folder UIV-M2-A8<br>Answer Key A-8 | |
| 9. Mastery Activity | I | Activity Folder UIV-M2-A9 | |

Unit IV

Module 2

Resource Person Directions

| ACTIVITY | DIRECTIONS |
|---|---|
| 1. Module Introduction | Be available to answer questions |
| 2. Learning about Fine Motor Skills | Review the activity and be available to help trainees with their list, if requested. |
| 3. Field Activity | None; see Field Supervisor's directions. |
| 4. Planning a Lesson or Activity for Fostering Fine Motor Development | 1. Review the activity.<br>2. Review trainees' two lessons and two activities cards for content and appropriateness. |
| 5. Planning for Finding Out What Skills Your Children Do or Do Not Have | 1. Review the activity and be available to answer questions.<br>2. Have Answer Key A-5 available for trainee's use. |
| 6. Field Activity Finding Out What Skills Your Children Do or Do Not Have | None; see Field Supervisor's directions. |
| 7. Selecting Lessons and/or Activities for Helping Children Develop Specific Fine Motor Skills | 1. Review the activity.<br>2. Check trainees' sheets for appropriateness of information and for following directions. |
| 8. Planning A Lesson or Activity for Fostering Fine Motor Development | 1. Check trainees' planning lists. Use your key as a guide for the kinds of items which should be included on the planning list.<br>2. Be available to give help, if requested. |
| 9 Mastery Activity | None; See Field Supervisor's directions. |

Unit IV

Module 2

Resource Person Directions

Activity 5

FINE MOTOR DEVELOPMENT OBSERVATION SHEET

| CHILD'S NAME | SKILL | ABILITY TO PERFORM SKILL | | | | | DESCRIPTION OF THE CHILD'S BEHAVIO |
|---|---|---|---|---|---|---|---|
| | | E | VG | G | F | P | |
| | | | | | | | |

Unit IV

Module 2

Resource Person Directions

ANSWER KEY

ACTIVITY 8

PLANNING LIST FOR TASK #1

The list should include these headings:

1. Age group
2. Fine motor skill
3. Materials and equipment
4. Name of the lesscn or activity

Planning List for Task #1

PLANNING LIST FOR TASK #2

1. Age group
2. Children's names
3. Skill
4. Name of the lesson or activity
5. Material and equipment

Unit IV

Module 2

Field Supervisor Directions

| ACTIVITY | PURPOSE | DIRECTIONS |
|---|---|---|
| 3. Field Activity | To have trainee know what equipment and materials are available and to identify the fine motor skill each piece of equipment and material can be used for to help develop. | 1. Read the activity.<br>2. Trainee will contact you to set up a time to review the activity.<br>3. Review sheets #1, #2 and #3 with trainee. Make sure trainee has followed the directions and the information recorded is appropriate and correct.<br>4. If trainee has problems, discuss the problems with trainee and have her repeat that part of the activity. |
| 6. Field Activity | To have trainee use the observation form developed to identify what fine motor skills the children in the classroom do and do not have. | 1. Read the activity.<br>2. Trainee will contact you when the observations have been completed.<br>3. Review each observation sheet to determine:<br>A. if each column contains the appropriate information<br>B. if observation sheet has been completed according to the directions in the activity.<br>4. Discuss each observation with trainee to to determine:<br>A. if an adequate amount of time was spent observing;<br>B. how trainee determined child's performance for each skill;<br>C. the appropriateness of the trainee's ideas for helping the child improve his/her skills<br>5. Trainee has satisfactorily completed this activity, if criteria in Item #3 and #4 are met.<br>6. If trainee has not met the requirements for this activity, identify and discuss the problem with the trainee. Have trainee repeat the activity. |

Unit IV

Module 2

Field Supervisor Directions

| ACTIVITY | PURPOSE | DIRECTIONS |
|---|---|---|
| 9. Mastery Activity | To have trainee identify the fine motor skills needed; plan lessons or activities to teach the skills, and to carry out lessons or activity plans to teach the fine motor skills. | 1. Be familiar with Activity 8 and Activity 9.<br>2. Trainee will contact you as to times for observation.<br>3. For the first task, when you visit to observe:<br>A. Before you observe, get from trainee the planning list, recordkeeping plan, and the lesson or activity plan.<br>B. Review to determine if:<br>1. the lesson or activity is carefully planned;<br>2. the lesson or activity is a good one for the skill selected;<br>C. Observe to determine if:<br>1. the trainee is teaching what was planned;<br>2. the skill selected is a good one for <u>all</u> children;<br>3. the children seem to be learning what the trainee wants them to learn.<br>4. For the second task, when you visit to observe:<br>A. Before you observe, get from trainee the planning list, recordkeeping plan, and the lesson or activity plan.<br>B. Review to determine if:<br>1. the lesson or activity is carefully planned;<br>2. the lesson oraactivity is a good one for the skill selected;<br>C. Observe to determine if:<br>1. the trainee is teaching what was planned;<br>2. the skill selected is a good one for <u>all</u> children |

Unit IV

Module 2

Field Supervisor Directions

| ACTIVITY | PURPOSE | DIRECTIONS |
|---|---|---|
| | | 3. the children seem to be learning what the trainee wants them to learn.<br><br>5. Trainee has satisfactorily completed this activity if the individual has a score of 85 or better.<br><br>6. To score<br><br>3. B. 1. - 10 points<br>2. - 10 points<br>3. C. 1. - 10 points<br>2. - 10 points<br>3. - 10 points<br>4. B. 1. - 10 points<br>2. - 10 points<br>4. C. 1. - 10 points<br>2. - 10 points<br>3. - 10 points<br><br>TOTAL SCORE - 100 POINTS |

Unit IV

Module 2

Trainee Directions

Module 2

TRAINEE _____

INSTRUCTOR _____

FIELD SUPERVISOR _____

| | How Many? | | |
|---|---|---|---|
| Class Sessions | | Community College of Philadelphia | Regularly Scheduled Class Day |
| Field | | At Your Center | Time to Be Scheduled with The Field Supervisor |

Unit IV

Module 2

Trainee Activity List

| ACTIVITY | MODE OF INSTRUCTION | MATERIAL | EQUIPMENT |
|---|---|---|---|
| 1. Module Introduction | I | Activity Folder UIV-M2-A1 | |
| 2. Learning about Fine Motor Skills | I, SG | Activity Folder UIV-M2-A2 | |
| 3. Field Activity | I | Activity Folder UIV-M2-A3 | |
| 4. Planning a Lesson or Activity for Fostering Fine Motor Development | I | Activity Folder UIV-M2-A4<br>File Cards | |
| 5. Planning for Finding Out What Skills Your Children Do or Do Not Have | I | Activity Folder UIV-M2-A5 | |
| 6. Field Activity<br>Finding Out What Skills Your Children Do or Do Not Have | I | Activity Folder UIV-M2-A6<br>Observation Sheets from Activity 5 | |
| 7. Selecting Lessons and/or Activities for Helping Children Develop Specific Fine Motor Skills | I | Activity Folder UIV-M2-A7<br>Observation Sheets from A5 | |
| 8. Planning A Lesson or Activity for Fostering Fine Motor Development | I | Activity Folder UIV-M2-A8 | |
| 9. Mastery Activity | I | Activity Folder UIV-M2-A9 | |

Unit IV

Module 2

Trainee Directions

| ACTIVITY | DIRECTIONS |
|---|---|
| 1. Module Introduction | Read the activity. |
| 2. Learning about Fine Motor Skills | Read the activity and do the exercise. |
| 3. Field Activity | Read the activity. Follow the directions and complete the sheets included in the activity. |
| 4. Planning A Lesson or Activity for Fostering Fine Motor Development | Read the activity and follow the directions. |
| 5. Planning for Finding Out What Skills Your Children Do or Do Not Have | Read the activity, follow the directions and complete the sheets included in the activity. |
| 6. Field Activity Finding Out What Skills YOur Children Do or Do Not Have | Read the activity and follow the directions |
| 7. Selecting Lessons and/or Activity for Helping Children Develop Specific Fine Motor Skills | Read the activity. Follow the directions and complete the sheets included in the activity. |
| 8. Planning A Lesson or Activity For Fostering Fine Motor Development | Read the activity and follow the directions |
| 9. Mastery Activity | Read the activity and follow the directions. |

Unit IV

Module 2

ACTIVITY 1

## MODULE INTRODUCTION

In this module, you will learn about fine motor development. You will learn what it is, why it is important to learn about it and how to foster its development in a preschool center.

Knowledge of development of young children is important if you are to understand them and how they grow. When we talk about development, we mean that development has to do with people being able to do things in their own way and at their own rate of speed.

Fine motor has to do with the ability of children to grasp, hold and move their hands and fingers in a way that makes things work easily for them. Fine motor development has to do with when and how children learn to use their fingers and hands so that they can do what they want to do easily and can communicate with others.

Now that you know what fine motor development is, this module will help you to learn what skills are part of fine motor development. You will also learn:

Activity 1 (cont.)

- what materials and equipment are available for developing fine motor skills;

- how to identify what skills each of your children has;

- how to plan lessons and activities to foster fine motor development;

- how to teach a lesson or activity which will foster fine motor development.

Unit IV

Module 2

ACTIVITY 2

## LEARNING ABOUT FINE MOTOR SKILLS

When children are very little, they seem to spend a lot of time putting things inside of other things. Mothers are often annoyed with babies when they learn to crawl because, "they get into everything". This usually means that babies have pulled out all the pots and pans from under the stove, pulled lots of things out of and off of tables and anything else that they can get to. It seems that no matter how many toys they are given, they still, "get into everything". Babies are not just getting into trouble, they are very busy learning things. What are they learning? Babies are learning: how to reach for something they see, how to hold on to things, how to put one thing inside another, how to put one thing on top of another and how to open and close things. As children get older, they learn to do more things with their fingers and hands. They learn to put rings on a stick, to pound things with a hammer, to string beads, to hold utensils and make them do things, and to put pieces of a puzzle together. As they reach preschool age, children learn to cut with scissors, to color with crayons, to button their clothes, to tie their shoes to cut their food and to paint on an easel.

All of the things we have just been talking about have to do with fine motor development. It is fine motor because it has to do with the use of the fingers and hands, and it is development because it takes some children longer than others

Activity 2 (cont.)

Developing fine motor skills is a very important thing for people to do. It is important because:

1. People learn to be independent by developing fine motor skills. Once a child learns how to hold utensils and make them work, to button things, to tie her shoes, the child can now feed and dress herself without any help.

2. People learn different ways of communicating with others. Once a child learns to hold and use tools like pencils, crayons, paint brushes and scissors a child can express himself and what he is thinking in many different ways.

3. People learn higher level skills. Once a child learns symbols and how to make them, he is then able to begin to read, to compute and to solve problems.

Some of the things that are related to fine motor development are important because they may have an effect on whether or not a child develops fine motor skills. These things are:

- Hand Dominance

  Hand dominance has to do with in which hand a child usually holds things and which hand a child uses to reach for things. Most children are definitely left or right handed by the time they come to nursery school.

Activity 2 (cont.)

Sometimes that is not the case. Children who are definitely left or right handed have hand dominance. They have a strong hand and they can learn to develop their fine motor skills more easily. Sometimes, children are not definitely left or right handed by the time they come to nursery school. These children do not have hand dominance. When children do not have dominance it can make it harder for them to string beads or cut with scissors. That is because they do not know which hand to use and as a result may keep switching hands. This will keep them from learning to cut or string beads.

- Hand-Eye Coordination

Hand-eye coordination has to do with using both the eyes and hands to get something that a child may want or need. Coordination means getting the eyes and hand to work together to get something done. Perhaps you have seen a baby look at an object and reach for it but not be able to grasp it or touch it. That is because he has not yet been able to get his eyes and hands to work together in order to get the object. He does not have good hand-eye coordination. Did you know that there is a thing called eye dominance? It is just like hand dominance.

Activity 2 (cont.)

only it has to do with eyes. If a child is right handed he should be right-eyed too. This means that his right eye should be stronger and it can work a little better than his left. If a child is right handed and right eyed, then the hand and eye can work together and allow the child to get what she want. If a child is left eyed and right handed then there is mixed dominance and it will be harder for a child to get his eyes and hands to work together.

Hand dominance and eye/hand coordination are the two major factors that affect fine motor development. It is important to know because it will help you figure out why a child may be having trouble doing what you think she ought to be able to do.

**********

EXERCISE A

You now know that fine motor development has to do with an individual's ability to grasp, hold and move their hands and fingers in a way that makes things work easily for them.

Activity 2 (cont.)

Think about the children you teach. Think about the things most of them can do with their fingers and their hands. Make a list of the things that they can do with their fingers and their hands on the next page. If you teach three-year olds, make a list of skills for three-year-olds only. If you teach four-year-olds, make your list for four-year-olds. If you teach five-year-olds, make your list for five-year-olds. If you teach four and five-year-olds, make your list for four and five-year-olds. Fill in your age group on your list by writing either three, four, five or three and four or four and five in the blank next to the words "Year Olds".

When you have finished your list, get together with others who teach the same age group. Share your list with them. Add things to your list that you may have overlooked. Make sure you have as complete a list as you can get. Now you are ready to go to your centers and find out what equipment and materials you have in your classrooms in order to help children develop these fine motor skills.

Unit IV

Module 2

Activity 2 (cont.)

LIST OF FINE MOTOR SKILLS

FOR

_____ YEAR OLDS

HAND SKILLS

FINGER SKILLS

Unit IV

Module 2

ACTIVITY 3

## FIELD ACTIVITY

The purposes of this field activity are to have you to:

1. identify the available equipment and materials in your classroom which will help children develop fine motor skills;

2. decide whether the equipment and materials identified are good for developing hand or finger skills.

3. determine which equipment and material identified will help to develop each fine motor skill listed in Activity 2.

To accomplish these purposes, you are to do the following:

1. Identify and list all of the equipment and materials in your classroom that you think will help children develop fine motor skills.

   To do this, use Sheet #1 labeled Materials and Equipment List for Developing Fine Motor Skills. Write the equipment and materials you identify under the different sections on the sheet. For example, scissors should be listed under the Arts Materials and Equipment section.

Activity 3 (cont.)

2. Decide if each piece, of material and equipment listed, is good for developing hand or finger skills.
   To do this, look at each item on your list and write, next to each item, an "H" for hand fine motor skill or an "F" for finger fine motor skill.

3. Determine which equipment and material listed on Sheet #1 can be used to develop each fine motor skill listed in Activity 2.
   To do this, you will need Sheet #2 labeled Fine Motor Equipment and Materials-Skill Development Chart. In the column labeled Skill, write a skill from your list in Activity 2. Next to the skills in the column labeled "Materials and Equipment", write all of the materials and equipment from Sheet #1 that you think can be used to help develop that skill. Do this for every skill you listed in Activity 2. Do not worry if the same materials can be used to develop different skills. Sometimes materials are designed to be used to develop more than one skill.

Now that you have done all of the above, it is time to begin to think about how you can use this information in planning lessons or activities that will provide children with opportunities for developing fine motor skills. Look at Sheet #2. Look at one of the skills and the materials and equipment you have listed for that skill. What kind of learning experience would you use to develop that skill? Art, music, blocks or some other kind.

Activity 3 (cont.)

Take out Sheet #3 labeled Fine Motor, Skills, Materials and Equipment, Learning Experience Chart. Write in the skill and all the materials and equipment which will develop that skill. (To do this use Sheet #2). Next, write whether it is an art, music, block or some other kind of learning experience. (Use Sheet #1 if you need help.) Do this for every skill on Sheet #2.

When you have finished everything, contact your Field Supervisor and arrange a time for her to come and review your sheets with you.

Activity 3 (cont.)

## MATERIALS AND EQUIPMENT LIST
## FOR
## DEVELOPING FINE MOTOR SKILLS

### SHEET #1

| | |
|---|---|
| ART MATERIALS AND EQUIPMENT | BLOCKS |
| TABLE TOYS | MUSICAL EQUIPMENT AND MATERIAL |
| DOLL CORNER EQUIPMENT AND MATERIALS | MEAL TIME EQUIPMENT AND MATERIALS |

Unit IV

Module 2

FINE MOTOR

Equipment and Materials Skill Development Chart

Activity 3 (cont.)

SHEET #2

| SKILL | MATERIALS AND EQUIPMENT | SKILL | MATERIALS AND EQUIPMENT |
|---|---|---|---|
| | | | |

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Unit IV

Module 2

FINE MOTOR

Activity 3 (cont.)

Equipment and Materials Skill Development Chart

SHEET # 2

| SKILL | MATERIALS AND EQUIPMENT | SKILL | MATERIALS AND EQUIPMENT |
|---|---|---|---|
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Unit IV

Module 2

FINE MOTOR:

Skills, Material and Equipment, Learning Experience

Chart

Activity 3 (Cont.)

SHEET #3

| SKILL | MATERIALS AND EQUIPMENT | TYPE OF LEARNING EXPERIENCE |
|---|---|---|
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Unit IV

Module 2

FINE MOTOR:

Skills, Material and Equipment, Learning Experience

Chart

Activity 3 (Cont.)

SHEET #3

| SKILL | MATERIALS AND EQUIPMENT | TYPE OF LEARNING EXPERIENCE |
|---|---|---|
| | | |



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Unit IV

Module 2

FINE MOTOR:

Skills, Material and Equipment, Learning Experience

Chart

Activity 3 (Cont.)

SHEET #3

| SKILL | MATERIALS AND EQUIPMENT | TYPE OF LEARNING EXPERIENCE |
|---|---|---|
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Unit IV

Module 2

ACTIVITY 4

## PLANNING A LESSON OR ACTIVITY FOR FOSTERING FINE MOTOR DEVELOPMENT

So far, you have learned many things about fine motor skill development. You have also made:

1. a list of fine motor skills for the age group you teach;

2. a list of all of the materials and equipment in your classroom which will help develop fine motor skills;

3. a chart which matches the materials and equipment to the right skill;

4. a chart which tells you the skill, the type of learning experiences and the appropriate materials and equipment that can be used in order to develop the specific skill.

You have done all of these things so that you can plan lessons and activities which will help your children practice and learn how to do things with their hands and their fingers in a good way for them.

Activity 4 (cont.)

In this activity, you will have the opportunity to plan some lessons and activities which will develop different skills. The lessons and activities, you plan should be general ones. By general, we mean lessons and activities that you think all of your children can benefit from. Activities such as stringing beads or using a pegboard and pegs and lessons such as finger plays or cutting out a specific shape.

Here is what you are to do:

1. Plan two general lessons and two general activities. Each one should help to develop a different skill. You may use the examples of general lessons given in this activity because when you write your lesson plan you will have to know a specific finger play or specific design which your students will have to cut out. You may not use the examples of general activities given in this activity.

Here is how you are to do it:

1. Get two lesson cards and two activity cards from your Resource Person.

2. Select four skills from your list in either Activity 2 or Activity 3, and decide on a lesson or activity for each of your skills. (You must have two lessons and two activities).

Activity 4 (cont.)

3. Write plans for your lessons and activities on the appropriate cards. You may use your charts from Activity 3 to help you.

When you have finished those three steps, review your plans with your Resource Person. When you are both satisfied with your plans, share them with others. On other cards, copy any lessons and activities that you don't have. Try to have five different lesson cards and five different activity cards. Put them in the "Fine Motor Skill Development" section of your file-box.

Unit IV

Module 2

ACTIVITY 5

## PLANNING FOR FINDING OUT WHAT SKILLS YOUR CHILDREN DO OR DO NOT HAVE

In Activity 4, you planned some general lessons and activities that would provide experiences for all of your children. In this activity, you will make plans for gathering information that will be used, later on, to plan specific lessons and activities that can provide experiences for children who may need extra help in developing a specific fine motor skill. By gathering information, we mean using observation sheets and observing your children to find out what fine motor skills they are good at and what fine motor skills they need help in developing. You cannot plan specific lessons and activities until you know what skills your children do or do not need help with.

Your tasks, for this activity, are to develop an observation sheet and to make plans for observing children.

The observation sheet you develop should help you find out the following information about your children and their fine motor skills:

1. What skills each child is good at and what skills each child is not good at;

Activity 5 (cont.)

2. how good the child is at performing each skill;

3. what seems to be the problem for each skill the child is not good at;

4. what things the child does or does not do which supports your judgement as to how well or how poorly the individual performs each skill.

Take out the three blank observation sheets which begin on page #32. Follow the directions below and fill in one observation sheet. Here is what you are to do.

1. In the box in Column A, write or print: "Name of Child".

2. In the box in Column B, write or print: "Skill".

3. In the box in Column C, write or print; "Ability to Perform Skill".

4. Underneath the box in Column D are five thin columns. You are to do the following with the five thin columns:

   A. At the top of the first column, place the letter "E" that stands for excellent.

Activity 5 (cont.)

B. At the top of the second column, place the letters "VG" that stands for very good.

C. At the top of the third column, place the letter "G" that stands for good.

D. At the top of the fourth column, place the letter "F" that stands for fair.

E. At the top of the fifth column, place the letter "P" that stands for poor.

5. In the box in Column E, write or print: "Description of The Child's Behavior".

6. When you have completed Steps 1 through 5, compare your observation sheet with one that your Resource Person has. Your observation sheet should look exactly like the one the Resource Person has. If your observation sheet does not look like the one the Resource Person has, find out what is wrong and correct yours.

7. Fill in the other two observation sheets in the same way.

Now, look over the observation sheet. Look back at the list of things in this activity that you would want to find out about

Activity 5 (cont.)

your children and their fine motor skills. Does the observation sheet give you all of the information the list says you should have? See if you can figure out which column gives you which kind of information you will be getting and which column gives you that information.

You are now ready to plan for doing your observations, Here is what you are to do:

1. To use the observation sheets, you have to decide which fine motor skills you will want to observe, Use your lists from Activity 2 and Activity 3 to help you decide on the skills. In Column B on one of your observation sheets, list all the fine motor skills you will be observing. Look over your list and make sure it is complete. Now write this list on the other observation sheets.

2. You have to decide which children in your classroom you would like to observe. Think about it and select three children. Write their names in the first column. Use a separate observation sheet for each child.

Activity 5 (cont.)

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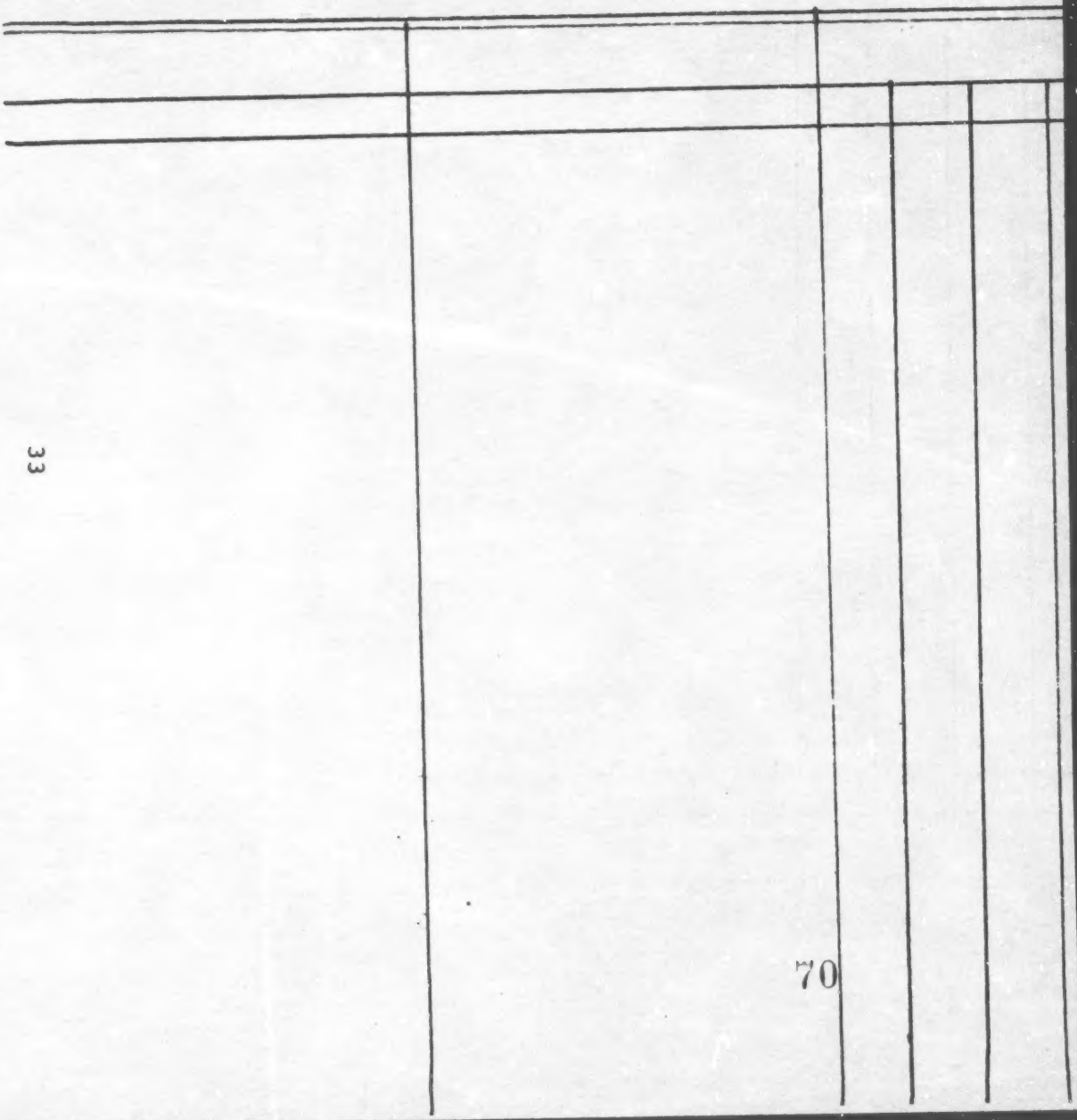
Activity 5 (cont.)



Activity 5 (cont.)

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Unit IV

Module 2

ACTIVITY 6

## FIELD ACTIVITY

## FINDING OUT WHAT SKILLS YOUR CHILDREN DO OR DO NOT HAVE

Now you are ready to observe three children in your classroom to find out:

1. what fine motor skills each child can and cannot use;
2. how well each child can use each skill;
3. what kinds of things each child does in performing each skill.

To do these observations, you will need your observation sheets and your list of materials and equipment from Activity 5. You will also have to check with the teacher in your classroom to make sure that the times, you would like to use for observing, are all right with him or her.

When you observe, you are to do the following for each child:

1. Observe her/him performing each skill.
2. Put a check in the column which says how good the child is at the skill. Do this in the column labeled Ability to Perform Skill.

Activity 6 (cont.)

3. Write all of the things the child does in order to do the skill. Write this in the column labeled, "Description of the Child's Behavior". Be sure to write down everything you see the child doing. Even if it is a little thing and you do not think it is important, write it down. Every little thing you see is important because it will help you learn something about the child.

When you have finished observing all three children, contact your Field Supervisor. Your Field Supervisor will go over your observation sheets with you. You should be able to tell the Field Supervisor the following about each child:

1. How well the child performed each skill;

2. What things the child did for each skill;

3. What ideas you have for helping the child improve his/her skills.

Unit IV

Module 2

ACTIVITY 7

## SELECTING LESSONS AND/OR ACTIVITIES FOR HELPING CHILDREN DEVELOP SPECIFIC FINE MOTOR SKILLS

You now know for the three children you observed what fine motor skills they are good at and what fine motor skills they need help in developing. Your task is to select for each child you observed lessons and activities that you think will help this child develop two skills that he needs help with. To do this task, you will need to make the following decisions:

1. Decide which skills each child needs help with the most. (Select two skills for each child.)

2. Decide what the child's problems appear to be for each skill. (You can get this information from the last column on your observation sheet.)

3. Decide on a lesson and/or activity which you think will help the child with his/her problem for each skill.

4. Decide and list the materials and/or equipment you will need to teach each lesson or activity.

Activity 7 (cont.)

You will make these decisions for the three children you observed, and you will select a lesson or activity for six different skills.

Write your decisions for each child on one of the sheets at the end of this activity. Use one sheet for each child. Remember, you are to make decisions about two skills for each child. Think carefully before you write anything. If you have any questions ask your Resource Person. When you are finished, go over your sheets with your Resource Person. Be ready to explain to her your reasons for selecting the lessons or activities that you listed.

Unit IV

Module 2

Activity 7 (cont.)

SELECTING LESSONS AND/OR ACTIVITY FOR DEVELOPMENT OF FINE MOTOR SKILLS

| CHILD'S NAME | SKILL | PROBLEM | LESSON AND/ OR ACTIVITY | MATERIALS AND EQUIPMENT |
|---|---|---|---|---|
| | | | | |

Unit IV

Module 2

Activity 7 (cont.)

SELECTING LESSONS AND/OR ACTIVITY FOR DEVELOPMENT OF FINE MOTOR SKILLS

| CHILD'S NAME | SKILL | PROBLEM | LESSON AND/ OR ACTIVITY | MATERIALS AND EQUIPMENT |
|---|---|---|---|---|
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Unit IV

Module 2

Activity 7 (cont.)

SELECTING LESSONS AND/OR ACTIVITY FOR DEVELOPMENT OF FINE MOTOR SKILLS

| CHILD'S NAME | SKILL | PROBLEM | LESSON AND/ OR ACTIVITY | MATERIALS AND EQUIPMENT |
|---|---|---|---|---|
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Unit IV

Module 2

ACTIVITY 8

## PLANNING A LESSON OR ACTIVITY FOR FOSTERING FINE MOTOR DEVELOPMENT

Planning is as important a part of your job as a teacher as is the actual teaching you do with children. Planning is important because it helps you know as much as possible what your children are learning, when they are learning it and how they are learning. It also helps you make decisions about what you should be teaching why you should be teaching it and how to teach what you want your children to learn. If you do not plan for these things, there is no way you can know where your children are, where they should be, and what you need to do to help them. In order to be a good teacher, as much time should be spent on planning a lesson or activity as teaching it. With young children, more time must be spent on planning. Young children's attention span is short and as a result the time you spend teaching must be short.

Your task, in this activity, is to do the necessary planning for carrying out the mastery activity for this module. The mastery activity for this module is:

1. Plan and teach a lesson or activity which will help <u>all</u> of your children develop their fine motor skills.

2. Plan and teach a lesson or activity which will help some of your children develop a fine motor skill that they seem to be having difficulty with.

Activity 8 (cont.)

To do tne necessary planning for this mastery activity requires that you do the following things:

1. Look at the two tasks you will have to do for the mastery activity.

2. Make a list of all the things you will need to do to have a good plan for doing each task in the mastery activity. Use the planning list sheets which are at the end of this activity to write your lists.

3. When you make your lists, think about what you will need to do first, then second, write these things down in order. (If you need help in planning, reread Activities 4 and 5).

4. Show your lists to your Resource Person. When you and the Resource Person agree that your lists are complete, do all of the things on your list.

5. Use the Record Keeping Planning Sheet, included in this activity, to make and keep a record of the things you have done and need to do. Look at some of the charts in this module for ideas for keeping a record. If you need help, see your Resource Person.

Activity 8 (cont.)

6. Keep all of your plans and your lists. You will use them in the mastery activity.

You are ready to go on to the next activity, only if you have the following:

1. two planning lists;

2. a record-keeping planning sheet;

3. two lessons and/or activity plans.

Activity 8 (cont.)

PLANNING LIST

FOR

TASK 1 OF MASTERY ACTIVITY

Activity 8 (cont.)

PLANNING LIST

FOR

TASK 2 OF MASTERY ACTIVITY

Activity 8 (cont.)

## RECORDKEEPING PLANNING SHEET
## FOR
## TASK 1 OF MASTERY ACTIVITY

Unit IV

Module 2

Activity 8 (cont.)

RECORDKEEPING PLANNING SHEET

FOR

TASK 2 OF MASTERY ACTIVITY

Unit IV

Module 2

ACTIVITY 9

MASTERY ACTIVITY

There are two tasks for the mastery activity for this module. These tasks are:

1. Plan and teach a lesson or activity which will help all of your children develop fine motor skill.

2. Plan and teach a lesson or activity which will help some of your children develop a fine motor skill that they seem to be having difficulty with.

In Activity 8, you did all of the necessary planning for carrying out this mastery activity. For each task you should have a planning list and a lesson or activity plan. Your Field Supervisor will want to see these things and your record-keeping planning sheets when she visits.

In this activity, your Field Supervisor will want to observe you carrying out your lessons or activities. Before you contact her as to the time or times to visit you to see you doing these two tasks, talk to your head teacher and check to make sure the times you want to use to carry out your tasks are all right with him or her.

Unit IV

Module 2

Activity 9 (cont.)

For your first task, the Field Supervisor will observe you for the following:

1. Did you plan your lessons carefully?

2. Are you teaching what you planned to teach?

3. Is the fine motor skill you are teaching a good one for all the children?

4. Is your lesson a good one for the skill you want to teach?

5. Do the children seem to be learning what you want them to learn?

For your second task, the Field Supervisor will observe you for the following:

1. Did you plan your lesson or activity carefully?

2. Is the skill you're teaching these children the right skill for them?

3. Are you teaching what you planned to teach?

4. Is your lesson or activity a good one for the skill you want to teach?

Activity 9 (cont.)

5. Do the children seem to be learning what you want them to learn?

UNIT IV

MODULE 2

# PROBLEM SOLVING

Unit IV

Module 2

Resource Person Directions

PROBLEM SOLVING

DIRECTIONS

1. For each part, do the following:

   A. Have trainees develop lists;

   B. Have trainees share the things listed under each heading with others by leading the group in making a master list.

   C. Have trainees discuss the appropriateness of each item listed.

Unit IV

Module 2

Problem Solving (cont.)

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II. There are many times during the day when informal things go on that could help children develop fine motor skills. Below is a list of some of those times. Under each time, list some fine motor skills that you think children could develop. Next to each skill you list give an example of something children could do which would develop that skill. (EXAMPLE: Free play time - tying shoes - children could have a wooden shoe and practice tying it.)

MEALTIME

TOILET TIME

FREE PLAY TIME

OUTDOOR PLAY TIME

Unit IV

Module 2

PROBLEM SOLVING

I. Teaching fine motor skills to preschool children can be done in two ways:

1. lessons and activities can be provided which will teach fine motor skills only;

2. lessons and activities can be offered about other things and fine motor skills will be developed at the same time.

Below is a list of different subject areas that are often taught in the preschool. In each section, write what kinds of lessons or activities can be taught in the subject and what fine motor skills could be developed at the same time. (EXAMPLE: Under Language Arts you could have a flannel board lesson which would teach opposite words. Having the children put opposite picture together would also help them to develop grasping skills as well as hand-eye coordination)

LANGUAGE ARTS

Unit IV

Module 2

Problem Solving (cont.)

MATHEMATICS

SCIENCE

MUSIC

SOCIAL STUDIES